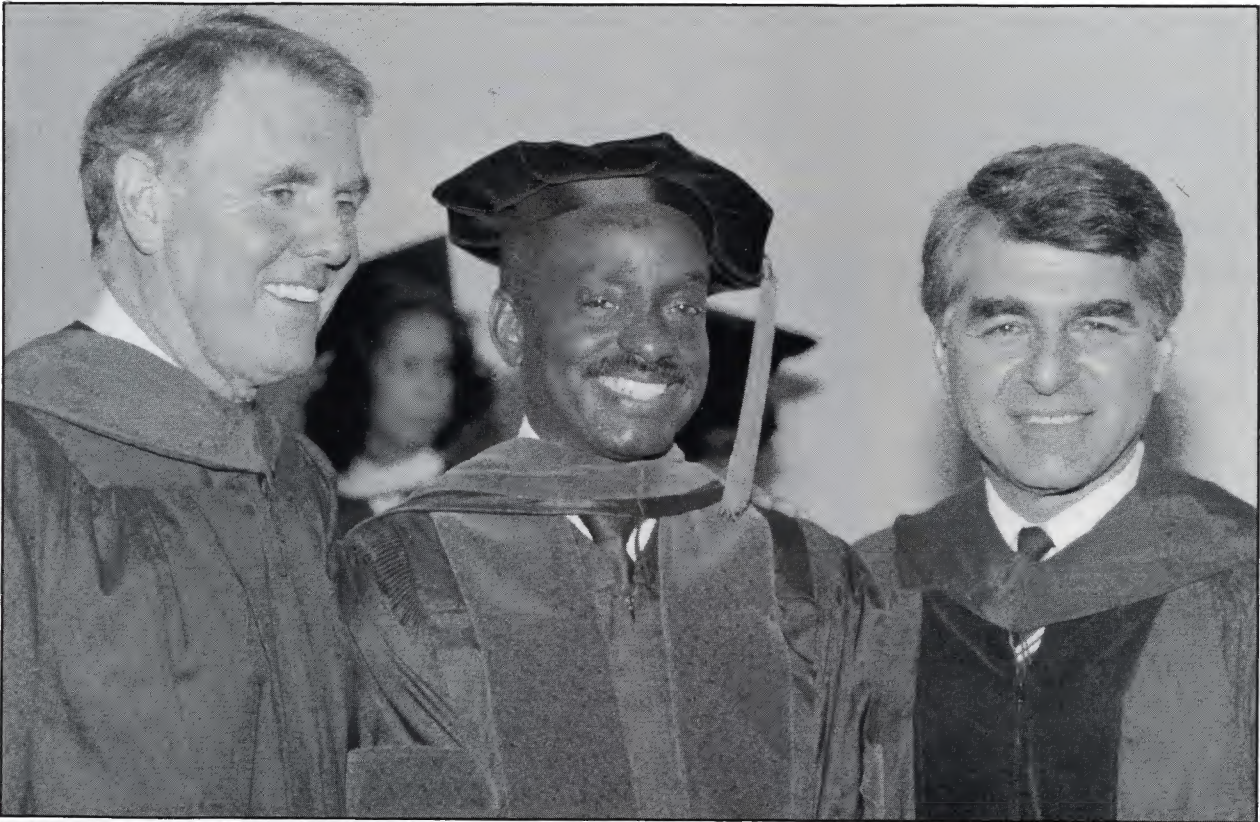


# Focus

## Special Inauguration Issue



(Photo: Louis Martin)

**O**n February 9, 1990, with faculty, staff, family members, students and distinguished guests in attendance, Dr. Walter C. Howard was inaugurated as the fifth president of Roxbury Community College.

The inauguration began and ended with a processional which included faculty and staff from RCC as well as a large number of delegates from colleges and universities throughout the state.

During the ceremony, Dr. Howard and the College received greetings from students and staff members in five different languages. "You have seen our diversity," remarked Dr. Kyrsis Rodriguez, Associate Professor of Biology at RCC, "and you have seen us celebrate it every step of the way." Dr. Howard also received greetings from Joseph Catan,

President of the RCC Alumni Association. "With the current situation facing the College, we all need to stick together, more than ever," he said. "I would just like to remind you that a house divided will fall."

President Howard cited statistics about declining skill levels of students leaving high school and entering RCC, and spoke of the College's efforts "toward developing larger numbers of *ordinary* students into success stories." He vowed that, "in three years, Roxbury Community College will certify that each graduate will possess definitive skills in communication, computation, and critical thinking."

He said that such a task would not be simple, but he was confident that, "these things

(See Inauguration, page 4)



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**Roxbury Community College**  
**Focus**

*The Focus is a publication of Roxbury Community College.*

*Notices, news and items for publication should be submitted to the President's Office, Room 304, Roxbury Community College, 1234 Columbus Avenue, Roxbury Crossing, MA 02120. (617) 541-5301.*

*Editor: Ricardo Guthrie;  
Staff Writer: Aya de León.*

**President's Message:**

I would like to thank everyone who attended the inauguration events, and everyone who made it all possible. Without the support Roxbury Community College has received throughout the years from the community, business, legislators—and of course the faculty, staff and students—such an event would never have been possible. It is your support that has ensured the continued survival of Roxbury Community College; survival despite the odds, obsta-

ber of traditional jobs shrinks, and new jobs demand greater sophistication and preparation." We, as a college, must be prepared to respond to these academic and economic realities; we must ensure that we are in sync with the demands of business and industry as well as four year colleges. This is a time when all faculty, staff, and administrators must call upon their skills and knowledge and prepare our students for the challenges they will face when they leave our campus.

Current demographic trends indicate that by the year 2000, the majority of Bostonians in the



*SGA President Abdul Sadik, President Howard, Michael Terry and Frederick Khan at last month's inaugural luncheon. (Photo: Tipp Harris)*

cles, and the hard times. At this point, however, we must go one step further. It is not enough to just survive; we must thrive, grow, and improve. Every aspect of your support is critical to the survival and continued growth of this institution.

The National Commission on Excellence in Education stated that: "More and more, young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the num-

workforce will be people of color. As a 99% minority institution, Roxbury Community College is in a position to educate the workers of tomorrow. This is our challenge, but we must not face it alone; now, more than ever, we must collaborate with business and industry, as well as other colleges and universities.

Unity is the key. We must prepare to meet the challenges of the year 2000, and with a united effort, both within and outside of the College, our success is assured. □



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# A Conversation with Dr. Norma Rees, Vice Chancellor for Academic Affairs

By Aya de León  
Staff Writer

In the fall of 1987, Chancellor Jenifer devoted his *Year Ahead* message to the topic of undergraduate education. According to Jenifer, "The major theme of that paper was that access to higher education is meaningless unless the educational experience itself is one of high quality." He called for a comprehensive review leading to specific recommendations for the improvement of undergraduate education. Eighteen months later, in June, 1989, Dr. Norma S. Rees, Vice Chancellor for Academic and Student Affairs, presented to Dr. Jenifer the *Report of The Undergraduate Experience*. The *Report* outlined 44 recommendations in such areas as access and admissions criteria, assessment of entry-level skills, standards for degree-level work, curriculum, and professional development.

On February 1, 1990, Dr. Rees issued a memorandum regarding the implementation of the *Undergraduate Experience* recommendations. "Last spring," wrote Rees, "the Board of Regents adopted the report entitled *The Undergraduate Experience*. Upon that action, the standards and criteria for undergraduate education incorporated in that document became Regents policy."

In addition, on January 9, 1990, the Board of Regents revised the Commonwealth Transfer Compact, which is intended "for students transferring from Massa-

chusetts community colleges to public colleges and universities offering the baccalaureate degree." In summary, compact status will be granted only to students who have completed 60 credit hours of college-level courses, maintained their grade point average, and completed a minimum general education core.

The following is an interview with Dr. Norma Rees, in which two of the major topics discussed were the revised transfer compact, and the report on undergraduate education:

**Focus: Can you comment on standards in the transfer compact?**

**Dr. Rees:** "The expectation in this compact is that all of these credits were for courses taught at a college level...That means that if Roxbury Community College wants to have students whom they can certify as transfer compact students, they have to have a program that these students can follow...and [the courses] all have to be college level."

**Focus: What about developmental and pre-college level courses?**

**Dr. Rees:** "There is no suggestion that students shouldn't be given these experiences in developmental or remedial education. On the contrary, they are required...if the assessment shows that they need them. But since by definition they are not college level courses they would not be given credit for graduation."

**Focus: What are some of the reasons behind this change?**

**Dr. Rees:** "In many instances, students feel they need to leave the community colleges as fast as possible, for fear they will lose credits in the transfer process....Fear of losing credit—that's the thing we are trying to eliminate as much as possible."

**Focus: Can you comment on the various forms of assessment in the *Undergraduate Experience* report?**

**Dr. Rees:** "When one talks about assessment, you can talk about assessment of individuals...of programs...of individuals' ability to profit from a program and to do the work that a program demands; but you can also talk about assessing whether the students...have learned what you want them to learn, [which] is usually referred to as learning outcomes. There are some items in the report that speak to that."

"There are also some items that talk about assessing overall institutional effectiveness....The satisfaction of employers with the product of the programs is a way of finding out if you're doing what you think you're doing, or what people want you to be doing. One of the ways that colleges and universities around the country are assessing themselves is by looking at retention of students...Are they successful in helping students make the transition to college experience?"

(Please see Rees, page 11)



# Inauguration of RCC's Fifth President

(Continued from page 1)

will be accomplished at Roxbury Community College because of our relentless efforts through teamwork to achieve excellence."

During the ceremony, Dr. Howard was presented with a medallion by Thomas F. Welch, Chairman of the RCC Board of Trustees, who was assisted by Dr. Franklyn Jenifer, Chancellor of the Board of Regents. Although Dr. Jenifer has accepted the presidential post at Howard University, he expressed confidence that he was leaving RCC "in good hands." He said, "we have asked Dr. Howard to lead us in these difficult days...we need to respond to him with the love and kindness that he will need."

In his address, Governor Dukakis said that the editor of a



President Howard and daughter Bonita at inauguration. (Photo: Louis Martin)

local newspaper recently asked: "Why does Boston need two com-

munity colleges?" The editor suggested that the two should be merged, or one should be eliminated. "I was shocked and appalled," said the Governor, "that in this day and age, we need to justify--to anyone--the need for a Roxbury Community College."

"This institution is so critical," said Boston Mayor Raymond Flynn. "This is a day of promise and hope for all the people of Boston...Dr. Howard, your success is going to be the success of this community and of this city."

State Senator Bill Owens, Councilor Bruce Bolling, Rep. Gloria Fox, Rep. Byron Rushing and Rep. Shirley Owens-Hicks were also on hand to speak and memorialize an event that will be remembered as a turning point in "RCC's history of struggle against the odds." □



President Howard confers with Paul James, of Solar Electrical Construction Corp., and Trustee Guy Denizard. (Photo: Tipp Harris)

## President calls for 5-Year Partnership with Business & Industry Leaders

Speaking at an inaugural luncheon hosted by the Boston Marriott Hotel/Copley Place, President Walter C. Howard called on local business leaders to develop five-year commitments with the College; in return, he stated, "We will ensure that graduates of the College possess definitive skills in

communication, computation, critical thinking and other skills that will make them excellent employees." Dr. Howard noted that "minorities" will become the "new majority" of the workforce by the year 2000, and that "business and industry must increasingly look to colleges such as RCC

in order to meet their employment needs."

"We are pleased to have Dr. Howard at Roxbury Community College," said Ronald A. Homer, who is a RCC Foundation Director, and was co-chair of the inaugural luncheon. "His presentation today indicates that exciting, new opportunities will be available for students and the business community." Hubert E. Jones, who is President of the RCC Foundation and a luncheon co-chair, remarked that, "The RCC Foundation hosted the luncheon for two important reasons: to provide the business community a first hand opportunity to share the comprehensive vision of Dr. Howard, and to celebrate a new beginning at RCC, the most important minority institution in Boston. If we combine academic achievement with support from business and industry there will be extraordinary benefits for the whole city." The luncheon was held on February 7, and was underwritten by the Boston Marriott Hotel at Copley Place and sponsored by the Nimrod Press and Solar Electrical Construction

(Please see Luncheon, page 10)



## Arthur D. Little, Inc., donates \$10,000 to RCC

Prior to his retirement in 1989, Perry Smith was a senior consultant at Arthur D. Little, Inc., the Cambridge-based management consultant firm. Now, thanks to a grant from A.D.L., he is working at RCC. According to Smith, A.D.L. will provide a grant for the next two years in the amount of \$10,000 per year. The College will use this grant to partially compensate Smith for his work during that time. According to Lewis M. Rambo, Senior Vice President and Director of Personnel at A.D.L., "There are retiree programs [at many companies] but I don't think there are many like the one we are trying to institute at RCC....I think it is a unique approach."

During the fall 1989 semester, Smith taught courses in electronics, and conducted an analysis of the electronics program at the College. He examined current and upcoming technologies and developed ideas about how RCC's program could better serve the needs of the industry and students. Working in conjunction with Lorenzo Pitts, Jr., and Acting Dean Calvin Hicks, he helped organize the Business and Industry Planning, Program Review and Resource Development Group. Smith's current projects include conceptual reorganization of the electronics program, as well as supervising independent study projects in electronics. "Perry Smith's performance is outstanding," commented Dean Calvin Hicks. "We are very lucky to have him."

According to Rambo, "We are enthusiastic in our support of the work that Roxbury Community College is undertaking on behalf of

## Prof. Aggrey Mberere, South African exile, reflects on Mandela's release



**MBERE** (Photo: Louis Martin)

*"For many South Africans, Black and white, the recent release of our leader, Nelson Mandela, is a tremendous victory for the anti-Apartheid struggle in South Africa. For the African National Congress, of which Comrade Nelson Mandela and I are members, his release from long-*

*term imprisonment is, indeed, a political vindication of ideas for which we have struggled so long and hard. The African National Congress, since 1912, has always stood for a unitary, non-racial and democratic South Africa for all, without regard to race, color, creed or sex.*

*"The momentous release of Comrade Nelson Mandela is a step in the right direction, although there are a number of racist laws that are still intact. For instance, the state of emergency is still largely intact, there are still a large number of political prisoners who are languishing in jail, and the security legislation is still in force. Until all the preconditions are met, including the granting of amnesty to all political exiles, there would not be a proper climate for negotiations leading toward a non-racial democratic South Africa." □*

its students, and we are particularly interested in the educational programs and opportunities [for] minority...men and women. Rambo also noted that "community colleges are pivotal to provide learning experiences, not only from the standpoint of liberal arts preparation, but...also to help [students] upgrade and update their skills...to keep themselves viable in the marketplace."

### Industrial Advisory Council Shares Expertise with RCC

The Business and Industry Planning, Program Review and Resource Development Group is comprised of representatives from companies who have forged a partnership with the College for the mutual interest and benefit of promoting the development, support, and preparation of students of color at community colleges. Participation in the development group

involves not only monetary support of the College, but also direct participation in the planning, implementation and review of specific programs, thereby directly affecting the return on the investment that is made by industry, the College and students. The group is based on a model developed by J. J. Pitts, former Assistant Dean at Cornell University, who is currently Assistant Dean at M.I.T. Implementation of the development group has been coordinated by Perry Smith, formerly of Arthur D. Little, Inc., and Lorenzo Pitts, Jr., of Lorenzo Pitts, Inc., a property management firm. The mission of the group includes the following:

1. Examine curriculum offerings, particularly those courses offered in Business Sciences and Technology;

(Please see Business, page 7)



# Prof. Isabel Martineau: Teaching Comes Straight from the Heart

By Aya de León  
Staff Writer

**H**ow do you respond to new situations? Are you the type of person who "looks around; examines structure?" Are you the type that "talks about it; pros & cons?" Maybe you would be the type that "tries things out; touches; feels?" Whatever you responded, what would that say about you? RCC Professor Isabel Martineau could tell you.

The above scenario is from a test about behavior characteristics that are indicative of learning styles. This question is only one of twelve, and it would take a much more in-depth analysis to determine one's learning style. According to the test, those who responded that they would be likely to "look around and examine" new situations are likely to be visual learners; those who "talk about it" and "examine pros and cons" are likely to be auditory learners; finally, those who would be inclined to "try things out", "touch

and feel," are likely to be kinesthetic learners—which means they respond best to movement and action.

"I am trying to identify the strengths and weaknesses of each person, so I can highlight the strengths and help them," says Martineau. The preceding test questions are helpful, she says, because "I like to pinpoint from the beginning who is who." Martineau and other educators believe it is important to know how students learn before any teaching begins, and that a variety of learning styles demand a variety of teaching styles. "Just ask my students," she says. "I write on the board, I shout, I move around." Her variation in methodology is calculated to reach students with different learning styles. In 1983 she received a Distinguished Service Award at RCC "for outstanding service to the College," and for her "efforts to provide an outstanding educational program to the students of Roxbury Commu-



**Martineau**

nity College." This is not surprising, however, because Martineau has a long history of commitment to her profession.

Professor Martineau was born Isabel Abarca Riveros in Chile. Her mother believed firmly in mobility through education, and she was sent to a private Catholic school run by nuns from Spain. In 1960, she went to the Catholic University at Valparaíso, Chile, where she studied biology and chemistry. She also became a

*(Please see Martineau, page 9)*

## Roxbury Businessman appointed to Board of Trustees

By Aya de León  
Staff Writer

**A**t the Inaugural Luncheon held in February, President Walter Howard told the following story:

A young man from Roxbury came to Roxbury Community College seeking educational opportunities and found them...he has blossomed into one of the outstanding real estate brokers in the community. The outstanding Roxbury businessman is Sharif Abdal-Khallaq."

Not only is Abdal-Khallaq one of RCC's many success stories, he has also continued his activity in the

RCC family. Between 1985 and 1988 he conducted real estate seminars and taught principles of real estate at RCC. This year he was appointed to the RCC board of trustees. Abdal-Khallaq, who came to RCC in 1973--its first year of operation--is still passionately committed to the College: "Every single person ...who is involved with this school has to make their best effort to attain the goal of academic excellence which the president has put forth."

Abdal-Khallaq, originally from Houston, Texas, came with his family to Roxbury as a child. His father, Malik Abdal-Khallaq, is well known in the community as a prominent Muslim and as the owner of several businesses in

Roxbury, *Beau Nubian Brummel Barber Shop* and *A Nubian Notion, Inc.* "We were raised as Muslims," explains the younger Abdal-Khallaq, "but we were also raised as businessmen. My father instilled responsibility in all of us. I try to raise my children that way."

Abdal-Khallaq graduated from Boston Technical High School and immediately joined the Air Force, where he studied electronics. Honorably discharged from the military, he began working in electronics in California, but did not stay long: "The type of racism that existed in corporate America was not for me. I just walked off the job."

In 1966, he began his own

*(Please see Abdal-Khallaq, page 8)*



# Literacy Institute joins statewide S.A.B.E.S. network

By Aya de León  
Staff Writer

**T**he Adult Literacy Resource Institute, (A.L.R.I.) a joint program of Roxbury Community College and UMass Boston, has recently been awarded a federal grant for staff development from the Mass. Dept. of Education Bureau of Adult Education to expand its services for adult education programs in the Boston area.

The A.L.R.I. is now the Boston Regional Support Center of the statewide SABES (System for Adult Basic Education Support). According to David Rosen, ALRI Director, "It's a two and a half million dollar effort...the major new initiative in staff development in the state." As one of five regional support centers throughout the state, the A.L.R.I. will expand its current services to include: teacher training and program support to a greater number of adult education programs throughout Boston; the development and implementation of a flexible, innovative teacher education curriculum for adult educators throughout the state; and the development of a materials center for adult education teachers. According to Lenore Balliro, "What's really positive about the effort is that...the people who are involved in shaping SABES are willing to



ABOVE: An Adult Literacy Resource Institute workshop in session.

really take a bottom-up approach ...to try to meet the needs of practitioners." Balliro, who has worked for several years in adult education, was formerly an ESL Resource Specialist at the A.L.R.I., and is now the acting coordinator of the Support Center. "It's really the first time that there has been a systematic attempt by the Bureau of Adult Education to provide for staff development resources in adult ed. programs," she stated.

In addition to becoming the Regional Support Center, the A.L.R.I. will also collaborate with World Education, an international health and literacy organization, to sponsor an Adult Education Library /Clearinghouse. The existing A.L.R.I. library holds the largest collection of adult literacy materials in the state. "In our capacity

as a Special Library and a Clearinghouse, the library will expand, collect, evaluate and disseminate a wider variety of print and non-print, published and non-published materials," noted A.L.R.I. librarian James McCullough, who has worked with the A.L.R.I. since 1986.

The statewide plan for SABES includes four components: staff development for adult education programs, program effectiveness, research and design, and the Library/Clearinghouse. "RCC and UMass Boston deserve a lot of credit for pioneering adult literacy... in Massachusetts since 1983," says David Rosen. "Although the two pieces of major federal literacy legislation call for this kind of effort, Massachusetts is the only state that is doing it." □

## Business...

(Continued from page 5)

2. Assess the utility of course offerings in relationship to market place demands;

3. Identify additional human and/or material resources for the College.

Members of the group include: William M. Thompson of the

William M. Thompson Strategic and Financial Management Consultants Firm, John McMullen, Jr. of GTE Government Systems Corp., Al Jackson of L&F Environmental Services, Sam Davy, of Arthur D. Little, Inc., Marilyn Braithwaite of the U.S. Environmental Protection Agency, Yvonne Powell of General Electric Co., and Leon E. Wilson of Bank of Boston. "The minority

business community is aware of the tremendous asset that RCC represents for our future survival," explains Lorenzo Pitts, Jr. "We are looking toward the year 2000, and the type of worker that will be necessary to make the minority business community a viable growing community." □



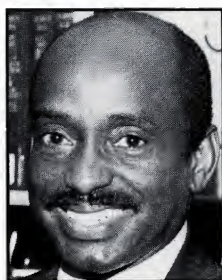
# Focus on the News

## Science Professor hosts lecture series in collaboration with Northeastern University

In February, Dr. Gilda Barabino, Assistant Professor of Chemical Engineering at Northeastern University, presented a lecture entitled "Sickle Cell Anemia: An Engineering Approach," to students, faculty and others assembled at a "General Science" class. According to Dr. Raymond Turner, RCC Assistant Professor and advisor to the science club, this was the first in a series of lectures that will be given by Northeastern University professors at RCC. The series is coordinated by Dr. Turner and Dean Marva Perry, Assistant Dean at Northeastern for Minority Student Affairs. □

## Critical Thinking for Educators and Students

"Introducing Educators and their Students to Critical Thinking," an essay by RCC President Walter Howard appears in the CAMPUS COMMUNITIES column of



Howard

the February/March issue of the AACJC Journal. "Critical thinking," writes Howard, "is defined as active mental reflection on any idea, fact, or belief based upon comprehensive evaluation using criteria within the context from which decisions and/or judgments are reached."

According to Howard, a community college "is obligated to address workplace requirements, skills needed for student success at upper level universities, and most importantly, those needs required by society in general. These needs

mandate that graduates possess skills that enable them to identify problems, find solutions, critically evaluate alternatives, and finally, make informed decisions."

## RCC Pathways program receives \$10,000 grant from Metropolitan Life Foundation

Pathways is an RCC program which enables adult learners from community based literacy and English as a Second Language programs to make the transition to RCC with greater ease, expanded support services and increased chances for success. The \$10,000 grant from Metropolitan Life will allow the continuation of the Pathways effort, which will serve 45 to 50 students during this semester in a program that will include: specially designed courses in math, English and study skills; tutoring; computer assisted instruction; and academic, personal, and financial counseling. The goal is to enhance the academic skills of the students to enable them to enter RCC's pre-college developmental skills courses. These courses will, in

turn, prepare students for the college level courses.

The Pathways program operates within the College's Teaching Learning Center (TLC) and is co-ordinated by Lesola Morgan, Associate Dean for Educational Support Services and Director of the TLC.

The program includes four phases: During the months of December and January, the program was designed, potential students were identified, and their skills were assessed. During the Spring semester (from February until May) all of the courses and support services will be implemented. During the implementation phase, and throughout the summer, the program will be evaluated to determine its effectiveness in assisting students to develop skills needed to enter pre-college developmental skills courses.

The \$10,000 is an add-on grant to implement institutional self study following guidelines from a 1988 report of the American Association of Community and Junior Colleges: "Building Communities: a Vision for a New Century." RCC was one of ten community colleges in the nation to receive such a grant. □

## Abdal-Khallaq...

(Continued from page 6)

business, *Nubian Salon*, in Los Angeles, and in 1971 he returned to Massachusetts to work with his father in both of his business ventures. Despite the success of both businesses, he says, "I found my mind thirsting for knowledge." He received his Associate of Arts degree from RCC in 1976.

He explains that his involvement in real estate came about when he could not find a suitable place for his family to live in Roxbury. "Every day it bothered me," he said, "That's what moti-

vated me to go into real estate. It wasn't a plan, it was a necessity."

He bought a house in Roxbury and did the necessary repairs and remodeling. Subsequently he began doing the same with other houses. In 1978 he got his realtor's license, and ran SAAK Realty out of his home. In 1985, SAAK moved to its present Humboldt Ave. location. "You might as well put your shoulder to the wheel and make change," he stated. "I know that no one man can just singlehandedly make major change, but...I just hope to make a contribution toward...this institution." □



## Martineau...

(Continued from page 6)

social activist during her undergraduate years. As a biology major, she explains, "I became involved with the social health movement." During the summer she went to shantytowns, "like housing projects," to make people aware of their rights—particularly voting rights. "The right to vote is very important," said Martineau, who was also involved in student government, and was secretary of the governing body of her housing project. She was a founding member of the Centro de Madres (Mothers' Center), and taught biology and chemistry at a high school for girls in Valparaiso.

While she was working on her thesis in marine biology, she met her future husband, Roland Martineau. In 1965, after she graduated, she married and moved to the United States.



Prof. Martineau, Chancellor Jenifer and Prof. Amy-Moreno at Inauguration.

Her commitment to teaching continued to grow; she was a teaching fellow and evening faculty member at Boston College, instructing all levels of conversational Spanish, from 1968 to 1973. She received her Master's in romance language and literature in 1972, and was granted a gov-

ernment stipend for the teaching and development of conversational Spanish for HUD and military personnel. In 1975, she also developed conversational Spanish courses for New England Telephone operators.

She taught Spanish as a Continuing Education faculty member at Boston State College in 1974, and joined the RCC faculty that same year. She considered her work at RCC a continuation of her "social commitment to society."

Over the years, she has taught courses in both Spanish and English at RCC. Currently, she teaches Spanish as both a first and second language. She also teaches a Spanish section of the College Survival Seminar: "I feel that every freshman must take College Survival in their first semester....that way, they are aware of their rights and their responsibilities."

She considers it her mission to teach "not only knowledge, but ideas...values; ...to help a student learn how to think and how to write—so they can be empowered."

Martineau, now a full professor actively involved in various campus organizations and the faculty union, is firmly committed to teaching and to cultural diversity at the College: "Everybody has strengths...I tell them, 'you can make it, and here are the ways I can help you.'" Despite her many words of wisdom, her modesty prevails: "I am not a theoretical person....I am more the heart." □

## Harnett appointed Student Trustee

On February 21, 1990, José Harnett was appointed to the RCC Board of Trustees. Student Government Association President Abdul Sadik stated that "Harnett is an outstanding student....we feel very confident that he will do a good job as a Student Trustee."

Harnett, who will graduate in Liberal Arts this May, attended his first meeting last month and said that he was a little nervous, but "President Howard greeted me with open arms...that relieved a lot of tension and anxiety. The chair, Mr. Welch, gave me another warm welcome."

Harnett, whose mother is Honduran and whose father is Cuban, was born and raised in Jamaica Plain. He graduated from Jamaica Plain High in 1985, and went to ITT Technical Institute to study electro mechanical drafting. He left ITT a year later to work at the Bank of New England for two years. Dissatisfied, he left and came to Roxbury Community

College in February of 1988.

"I'm really glad I didn't go to any other school...If I had it to do over again, I would come directly to RCC. It really opened my mind."

A candidate for Phi Theta Kappa National Honor Society, Harnett is also involved in several extra-curricular activities; he was a representative to the SGA and, at the end of July 1989, Harnett joined six other RCC students and one professor in RCC's first international exchange to Puerto Rico. Harnett was chosen from among twenty-two applicants on the basis of scholarship and community activism.

Harnett's future plans include work as a teacher or a journalist, and possibly law school—because the criminal justice system, in his view, is in need of reform.

Harnett replaces Darren Roberts who recently accepted a scholarship to Bentley College.

Harnett says of his appointment, "The school has done so much for me, I just wanted to do something in return." □



## New Vice Presidents join 'RCC Family'



**Sheppard**

In January, Roxbury Community College's two new Vice Presidents arrived on campus: Barbara Logan-Stamps for Fiscal Affairs, and Dr. N. Alan Sheppard for Academic Affairs.

Sheppard comes to RCC from Fort Valley State College in Georgia, where he has served as a professor and as Vice President for Academic Affairs. Prior to that, he was a dean and professor at Morgan State University School of Education and Urban Studies in Maryland.

He received his Ph.D in education/vocational and technical education from Ohio State University in 1971, and his M.Ed. from

the University of Illinois in the same field in 1967; he received his B.S. from Fort Valley State in 1966.

"Roxbury Community College is on its way to becoming an excellent educational institution," said Sheppard. "Students come to us, often underprepared, lacking basic skills, and we still have a whole host of success stories—we have our faculty and academic support services to thank for that."

Within the past ten years, Barbara Logan-Stamps' career has varied from administering New York City experimental education programs to identifying revenue shortfalls and creating revenue enhancement programs within Fortune 500 companies.

Logan-Stamps has worked in the Boston finance community since 1985. She comes to RCC from the Boston Company, a subsidiary of Shearson Lehman-Hutton, where she was a Department Manager. Prior to that, she was an Assistant Vice President at Shawmut Bank of Boston. She was a Region Manager for Xerox Corporation in New York before she moved to Boston.

Logan-Stamps also has a rich background in education. She was a



*Barbara Logan-Stamps speaks at inauguration. (Photo: Louis Martin)*

Unit Educational Director for a court-referred program at Kings County Hospital in Brooklyn, and designed a special education program for pre-school inner city children at the Mount Calvary Child Care Center in New York City. She received her Masters in administration in 1980, a Masters in education in 1978, and a Bachelor of Science in education/science in 1976—all from Brooklyn College, City University of New York.

She recently pledged that "We will ensure that the past remains the past and that our Fiscal Affairs will be a model for other community colleges throughout the country." □

## Luncheon...

*(Continued from page 4)*

Corporation.

"Academic Excellence is our theme for the '90s," said Dr. Howard. "I am asking you—the C.E.O.s of Boston's leading medical, banking, insurance companies, and other businesses—to provide fiscal resources, technical assistance and equipment, to serve as adjunct faculty and to provide a specific number of jobs to RCC students and graduates."

Thomas F. Welch, President of the RCC Board of Trustees, noted that underpreparation is a major obstacle confronting students:

"Fully 88% of all incoming students at RCC place below 12th grade reading and math levels...In composition, 63% of all incoming students place below the level necessary to meaningfully begin college level work." Despite these obstacles, he asserted that the College is "committed to develop programs which will prepare RCC incoming students with the basic skills necessary to successfully complete their chosen course of study at the college." He also praised the "talented and dedicated faculty [which] has begun to serve this wider mission."

Welch called for broad-based

support for RCC: "Resources (both human and financial) have to be pieced together in collaborative efforts with local public school systems and other units of local and state government....We will encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies."

"RCC must become an anchor point of hope for a community coping with issues of drug abuse, crime, illiteracy and the break-up of the family, and with Walter Curtis Howard at the helm, I have every confidence that this will be the case." □



## Rees...

*(Continued from page 3)*

**Focus: Can you comment on testing methods for assessment?**

**Dr. Rees:** "In general I think there is a very good understanding that we're really talking about competencies and not about multiple choice test scores."

**Focus: Other states have begun exit testing of high school students, etc., as well as some community college students. Can you comment?**

**Dr. Rees:** "There is no statewide ...exit testing [in public secondary schools]...There is no ...standardization of what our expectations are of students at various levels."

"The one thing that I've said to the community colleges over and over is...you are college X; if you say this student is ready to do college level math, and college Y says the same thing about another student, you ought to both mean the same thing, even if you are using different assessment approaches ...so the student has some assurance that what he is being told is not a real difference in standards from one institution to another."

### **Roxbury Community College Board of Trustees**

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President

**Focus: Can you elaborate on the implications for community colleges?**

**Dr. Rees:** "I think our community colleges do a wonderful job. They are not as well known as they deserve to be, and they are extremely responsive to the needs of students and the needs of communities. But there are unanswered questions about the variations in standards from one to another or even within the college for different groups of students. And I think it is in their best interest to be able to...say to a student, 'you can be admitted to this institution, but you are not going to be moving toward your goal until you can do the work necessary to do that, and we're here to help you do it.'"

**Focus: What are some of your hopes for the implementation of these policies?**

**Dr. Rees:** "One of the things that is very important to me and to all of us here [at the board of regents] is that while we have set forth standards and criteria that are now statewide policy we don't expect the colleges to be all alike....We don't even necessarily expect they are going to be doing the same things in the same sequence or at the same rate. There are a lot of different ways of doing it, there isn't just one right way."

**Focus: What are the expectations of transfer colleges and universities?**

**Dr. Rees:** "They all want to have some reasonable assurance that students coming out of community colleges have done the kind of work, at the level of preparation that they would expect from their own students...I think that has been one of the big problems with this country, in the effort to promote

access, which is a wonderful and essential objective, we have very often turned the access route into a revolving door. We have brought in students and not been able to provide them with what they need, or in the effort to keep them we have lowered our standards..."

**Focus: Will you comment on changes in the economy as they affect community college graduates?**

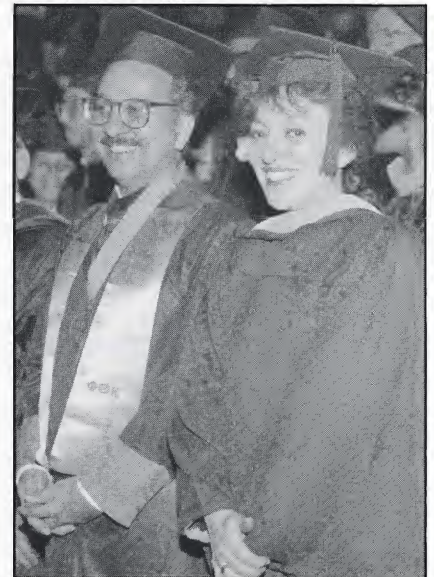
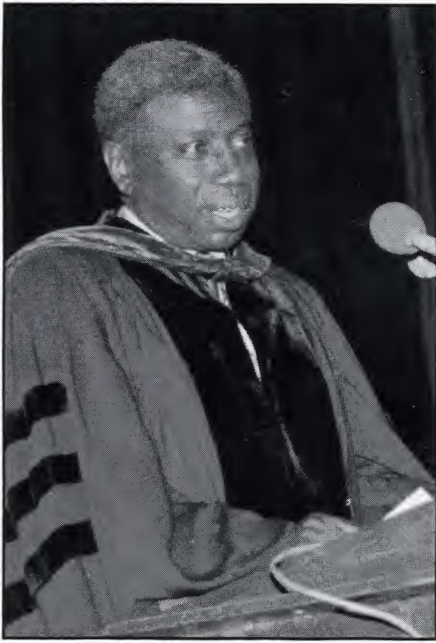
**Dr. Rees:** "One thing we know is that an increasingly large number of new jobs being created are going to require some post-secondary education....Employers have been telling us for a long time that their basic problem is not that they have to train people on the job. They expect to do that for certain specializations, but that the employees that they get are difficult to train, because they don't have the basic skills...If they don't have the basic skills it really doesn't make any difference what we've said about how wonderful our education is—about how socially responsible we are. If the employee can't do what is expected...then the whole educational system has failed the student and it has failed the economy."

**Focus: Recently, there has been a lot of attention paid to Japan and its educational system. Can you comment?**

**Dr. Rees:** "This country is not Japan, it's not Germany...and yet we have to find...the lessons... that can be adapted to our own style to [meet] our own need..."

"We have got to find a way of capitalizing on what we have... so that the rest of the world is saying 'look what's going on over there,' and, 'why don't we do some of that?'" □





*Pictured above, clockwise from top left: Chancellor Jenifer; President Howard and family members; Dean José de Jesús and Prof. Marta Bolívar; Board of Trustees and platform guests pose before inauguration. (Photos: Louis Martin)*

## FOCUS

**Roxbury Community College**

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Address Correction Requested